

## **2021-2022 Summary of Provincial and Board EQAO Results**

### **INTRODUCTION**

This report summarizes the provincial and board results of student achievement on the 2021-2022 EQAO Assessments of Reading, Writing and Mathematics - Primary Division and Junior Division, the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT). School and Board results from all assessments were released on November 3, 2022.

### **Overview of the Administration of Assessments**

- The Assessments of Reading, Writing and Mathematics - Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are administered to all Ontario students at the end of the primary division (Grade 3) and, at the end of the junior division (Grade 6).
- The Grade 9 Assessment of Mathematics is administered to all Ontario students who are working toward their Grade 9 mathematics credit.
- The OSSLT is administered to all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD). Successful completion of the OSSLT is a requirement for the OSSD.

### **Administration over the past two years**

In 2019-2020 all EQAO assessments were cancelled due to the COVID-19 pandemic.

In 2020-2021, no primary and junior EQAO assessments took place as they were paused while EQAO aligned assessments with the new elementary math curriculum and transitioned to a new online adaptive platform.

Also in 2020-2021, EQAO field tested a new online and adaptive assessment for students enrolled in Grade 9 academic and applied mathematics attending learning in-person. The TCDSB planned to administer the field test in the third quad; however, students could not participate as learning was not in-person at the time.

EQAO planned to administer an online OSSLT field test in the spring of 2021 for students attending learning in-person. However, students could not participate as learning was not in-person at the time.

## **Administration in 2021-2022**

In 2021-2022, regular EQAO assessments resumed with several changes:

- All students in Grade 3 and 6 attending in-person learning participated in the online primary/junior EQAO math, reading, and writing assessments. The administration took place between May 4 and June 24, 2022.
- All students enrolled in Grade 9 mathematics attending learning in-person wrote the Grade 9 mathematics assessment. Results of this assessment may count towards up to 10% of the student's final mark. The administration took place between October 1, 2021 and June 24, 2022.
- EQAO provided two opportunities for students to write the OSSLT:
  - Fall 2021 administration of the OSSLT (between October 13 and December 1, 2021) and
  - Spring 2022 administration (between March 23 and May 18, 2022).
  - All Grade 10 and 11 (and non-graduating) students were encouraged to take the OSSLT to allow for maximum flexibility in acquiring the literacy graduation requirement.
  - Students could enrol in the Ontario Literacy Course (OLC) without requiring that they attempt and fail the OSSLT first.
  - Students could write both the fall and spring administrations of the OSSLT, with the overall results considered as their best score.

## **What is measured?**

All assessments measure cumulative knowledge and skills and are based on the Ontario Curriculum.

## **Reporting**

EQAO reports achievement as follows:

- Primary, Junior and Grade 9 Assessments
  - the province's four levels of achievement
  - the provincial standard is Level 3, which corresponds to a 70 to 79 per cent.
- OSSLT
  - reported as "successful" or "unsuccessful".

The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, inform improvement planning, and strengthen accountability.

EQAO has not published any public reports (e.g., the provincial report, board report) since 2018-2019. The 2021-2022 results cannot be compared to the 2018-2019 results given the following differences in the context of the 2018-2019 school year:

- New elementary math curriculum
- New secondary de-streamed Grade 9 math curriculum and delivery (previously academic and applied)

- New EQAO assessment frameworks
- New mode of delivery of EQAO administration (from paper to online)
- New participation criteria (only students learning in-person are able to participate)
  - students who are learning remotely and wish to participate in the assessments can, at the discretion of the school board, attend in-person on the days of the assessment(s) solely for the purpose of participating in the assessment so long as all applicable health and safety measures can be met
- COVID-19 pandemic from 2019-present

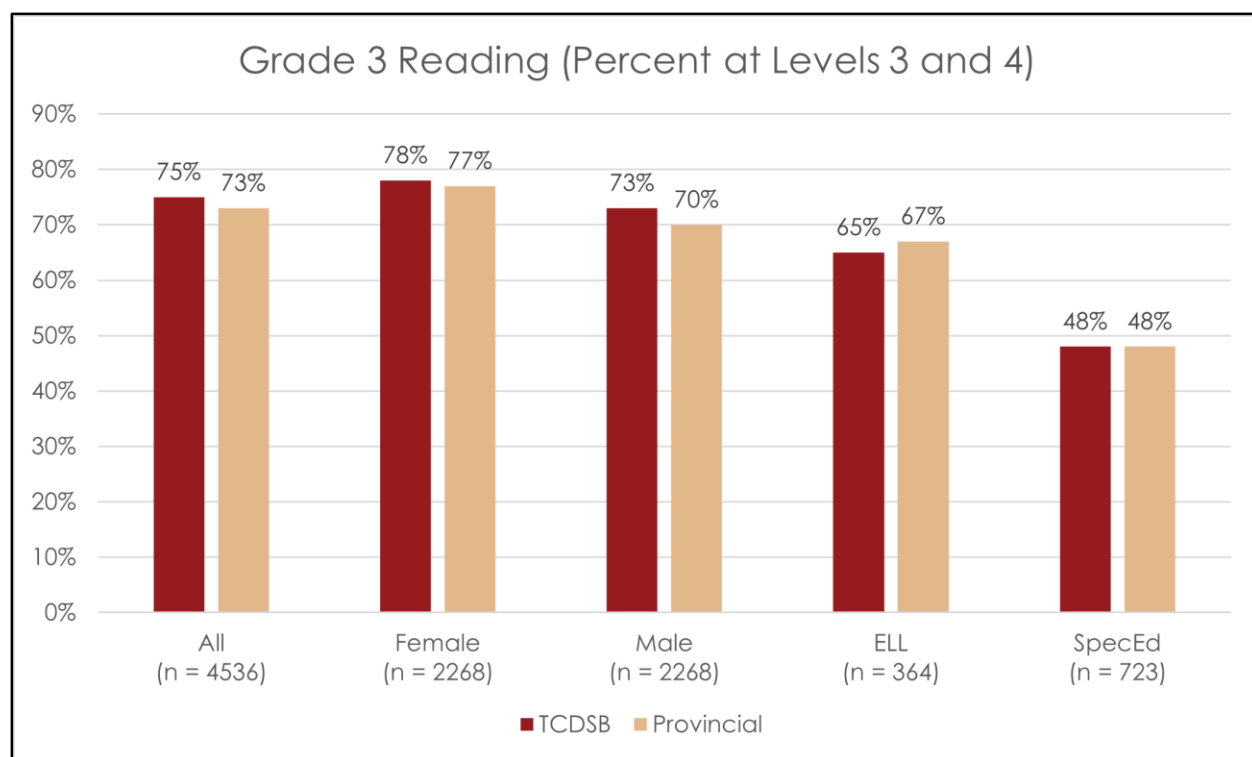
As a result, EQAO has established the 2021-2022 school year as a new baseline for all assessments.

## **RESULTS**

### **PRIMARY DIVISION RESULTS for TCDSB and ONTARIO**

#### **Percentage at or above the provincial standard**

*Total number of TCDSB Grade 3 students fully participating in 2021-2022 Reading = 4,536*

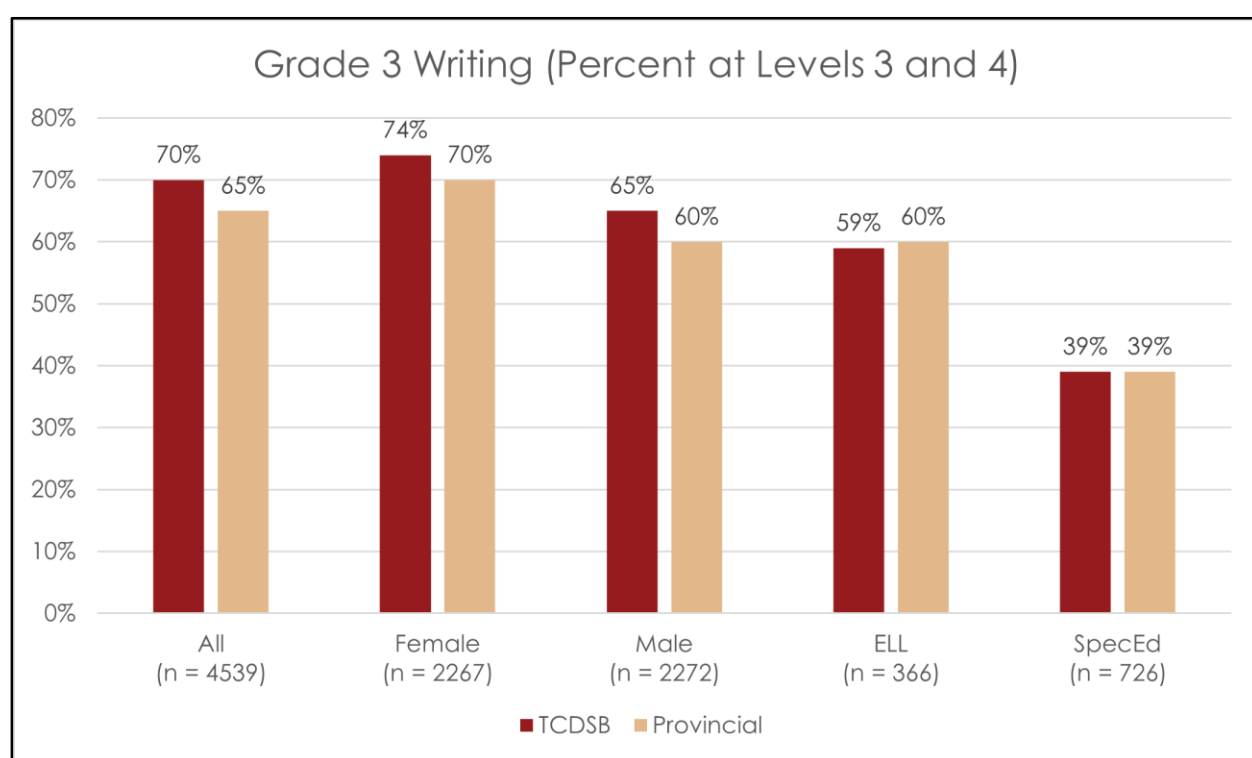


As shown in the graph above:

- 75% of Grade 3 students in the board performed at or above the provincial standard in reading, compared to 73% of students in the province.
- Grade 3 Female students outperformed male students in reading in both the board and province.

- About an equal percentage (78%) of Grade 3 female students performed at or above the provincial standard in reading in both the TCDSB and Ontario.
- A higher percentage (73%) of Grade 3 male TCDSB students performed at or above the provincial standard in reading, compared to 70% in the province.
- 65% of Grade 3 TCDSB students who identify as English-language learners (ELL) performed at or above the provincial standard in reading, compared to 67% of those students in the province.
- An equal percentage (48%) of Grade 3 students who identified as having special education needs (excluding gifted) in both the TCDSB and Ontario performed at or above the provincial standard in reading.

*Total number of TCDSB Grade 3 students fully participating in 2021-2022 Writing = 4,539*

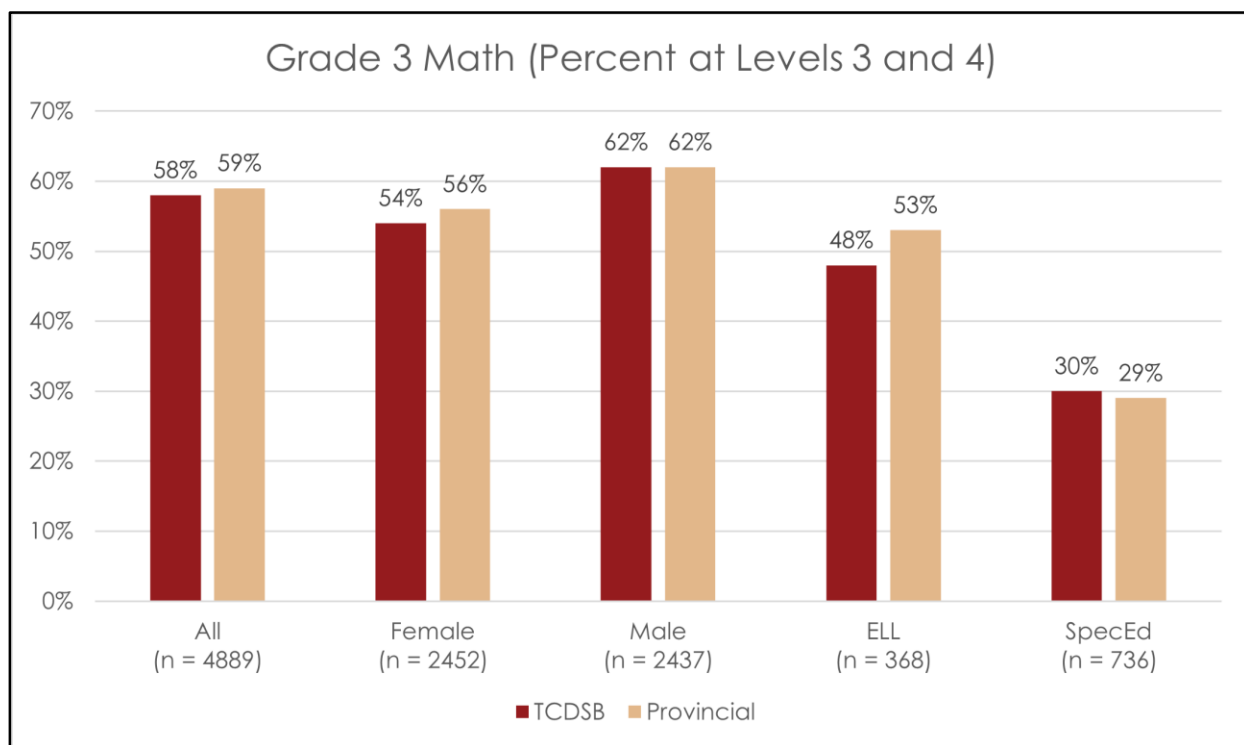


As shown in the graph above:

- 70% of Grade 3 students in the board performed at or above the provincial standard in writing, compared to 65% of students in the province.
- Performance in writing by Grade 3 female students was better than male students in both the board and province.
- A higher percentage (74%) of TCDSB female Grade 3 students performed at or above the provincial standard in writing, compared to females in Ontario (70%).
- A higher percentage (65%) of male Grade 3 students in the board performed at or above the provincial standard in writing, compared to (60% of) male in the province.

- About an equal percentage (59%) of Grade 3 students who identify as English-language learners (ELL) performed at or above the provincial standard in writing in both the board and the province.
- An equal percentage (39%) of Grade 3 students who identified as having special education needs (excluding gifted) performed at or above the provincial standard in writing, in both the TCDSB and Ontario.

*Total number of TCDSB Grade 3 students fully participating in 2021-2022 Math = 4,889*



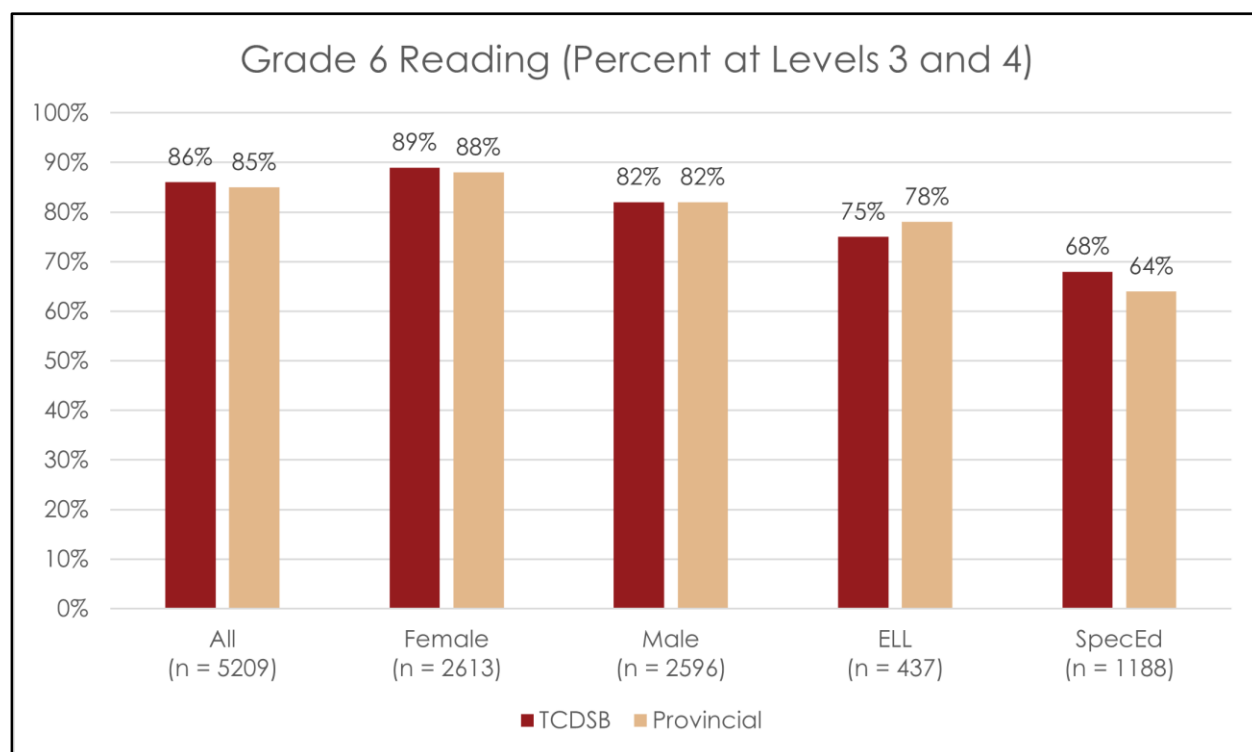
As shown in the graph above:

- About an equal percentage (58%) of Grade 3 students performed at or above the provincial standard in math in both the board and the province.
- Grade 3 male students outperformed female students in math in both the TCDSB and Ontario.
- 54% of TCDSB Grade 3 female students performed at or above the provincial standard in math, compared to 56% of female students in Ontario
- An equal percentage (62%) of Grade 3 male students performed at or above the provincial standard in both the board and province.
- 48% of Grade 3 students who identify as English-language learners (ELL) performed at or above the provincial standard in math, compared to 53% in the province.
- About an equal percentage (30%) of Grade 3 students performed at or above the provincial standard in math in both the TCDSB and Ontario.

## JUNIOR DIVISION RESULTS for TCDSB and ONTARIO

### Percentage at or above the provincial standard

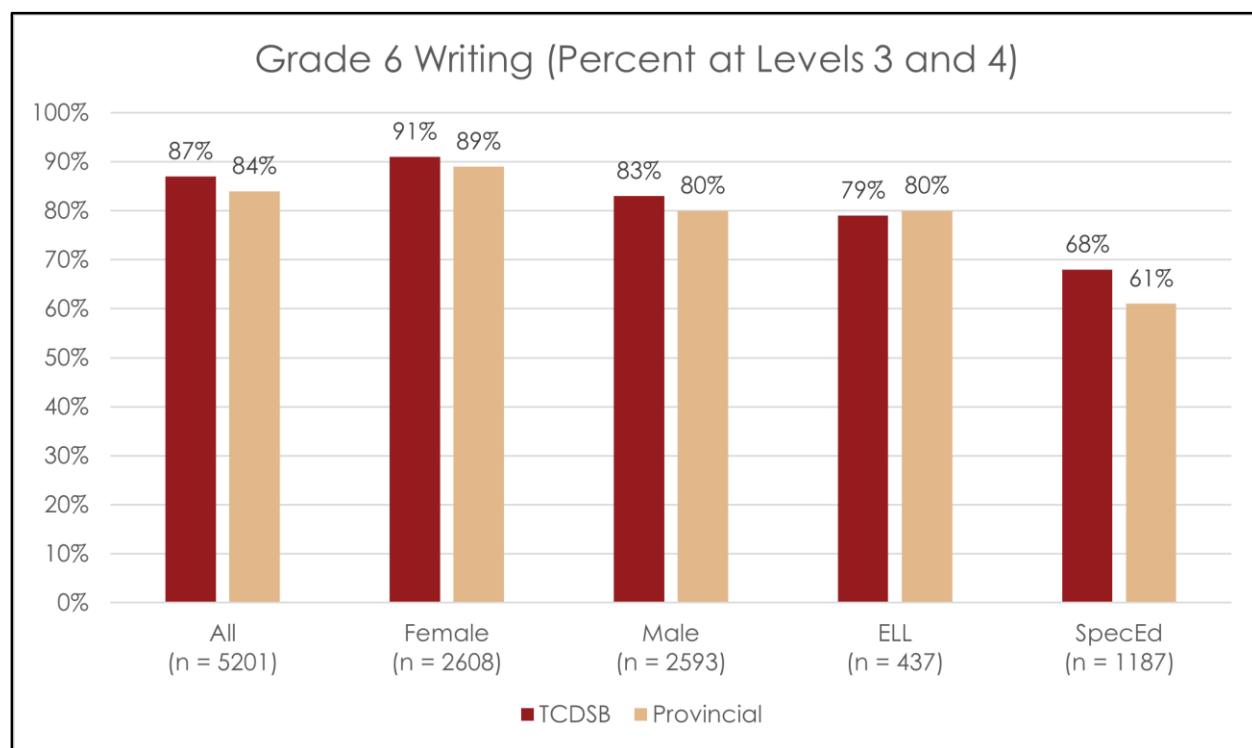
Total number of TCDSB Grade 6 students fully participating in 2021-2022 reading = 5,209



As shown in the graph above:

- About an equal percentage (86%) of Grade 6 students performed at or above the provincial standard in reading in the TCDSB and Ontario.
- Performance of Grade 6 female students was better than male students in reading in both the board and province.
- In both the TCDSB and in Ontario, about an equal percentage (89%) of Grade 6 female students and equal percentage (82%) of Grade 6 male students performed at or above the provincial standard in reading.
- 75% of TCDSB Grade 6 students who identify as English-language learners (ELL) performed at or above the provincial standard in reading, compared to 78% of ELLs in the province.
- 68% of Grade 6 students who identified as having special education needs (excluding gifted) in the board performed at or above the provincial standard in reading, compared to 64% in the province.

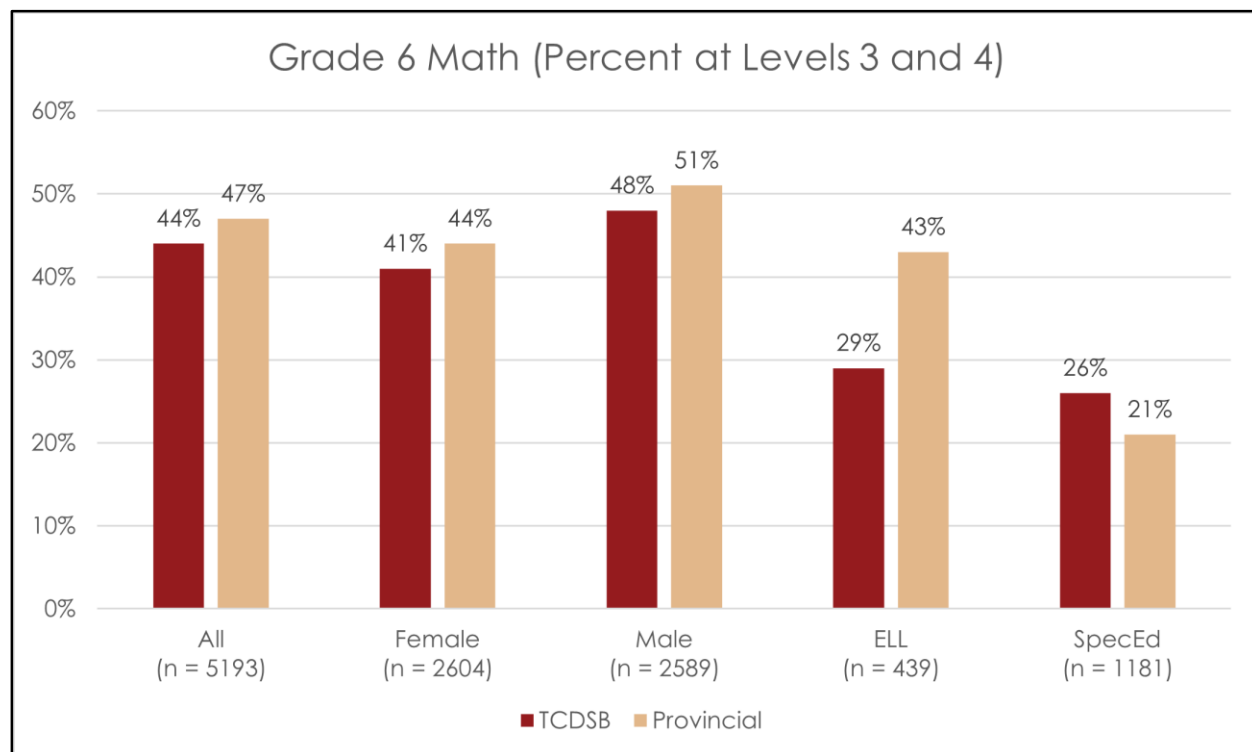
Total number of TCDSB Grade 6 students fully participating in 2021-2022 writing = 5,201



As shown in the graph above:

- 87% of Grade 6 students in the board performed at or above the provincial standard in writing, compared to 84% of students in the province.
- Performance in writing by female Grade 6 students was better than male Grade 6 students in both the board and province.
- Writing performance by Grade 6 female students was very strong, with 91% performing at or above the provincial standard in the board and 89% in the province.
- 83% of Grade 6 male students in the board performed at or above the provincial standard in writing, compared to 80% of male students in the province.
- About an equal percentage (79%) of Grade 6 students who identify as English-language learners (ELL) performed at or above the provincial standard in writing in both the board and the province.
- 68% of Grade 6 students who identified as having special education needs (excluding gifted) performed at or above the provincial standard in writing, compared to 61% in Ontario.

Total number of TCDSB Grade 6 students fully participating in 2021-2022 math = 5,193



As shown in the graph above:

- 44% of Grade 6 students performed at or above the provincial standard in math, compared to 47% in the province.
- Grade 6 male students outperformed Grade 6 female students in math in both the TCDSB and Ontario.
- 41% of TCDSB female students performed at or above the provincial standard in math, compared to 44% of female students in Ontario.
- 48% of Grade 6 male students performed at or above the provincial standard in math, compared to 51% in the province.
- 29% of Grade 6 students who identify as English-language learners (ELL) performed at or above the provincial standard in math, compared to 43% of Grade 6 students the province.
- A higher percentage (26%) of TCDSB Grade 6 students who identified as having special education needs (excluding gifted) performed at or above the provincial standard in math, compared to those students in Ontario (21%).

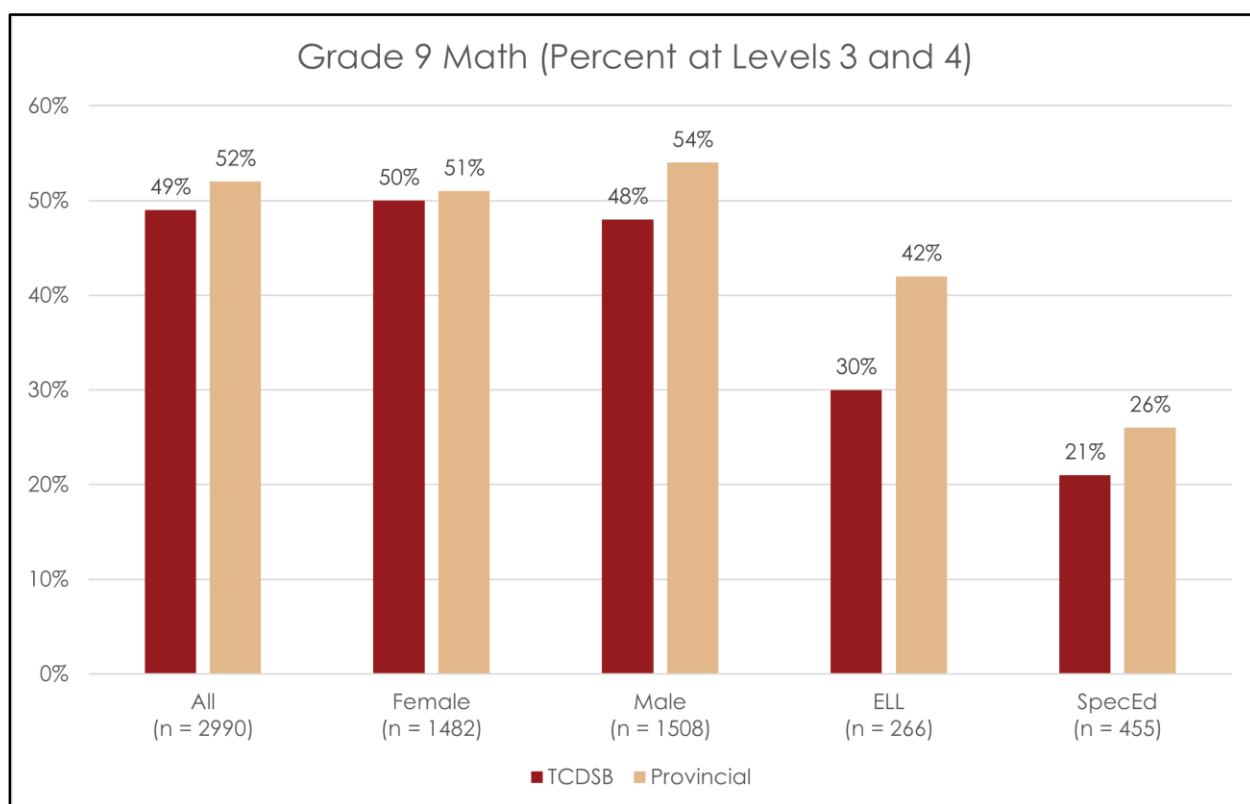


## GRADE 9 MATHEMATICS RESULTS for TCDSB and ONTARIO

### Percentage at or above the provincial standard

Total number of fully participating TCDSB Grade 9 students in 2021-2022 = 2,990

It should be noted that the number of participating students in the 2021–2022 Grade 9 cohort is smaller than in previous years due to unforeseen circumstances related to the COVID-19 pandemic, which prevented some students from participating.



As shown in the graph above:

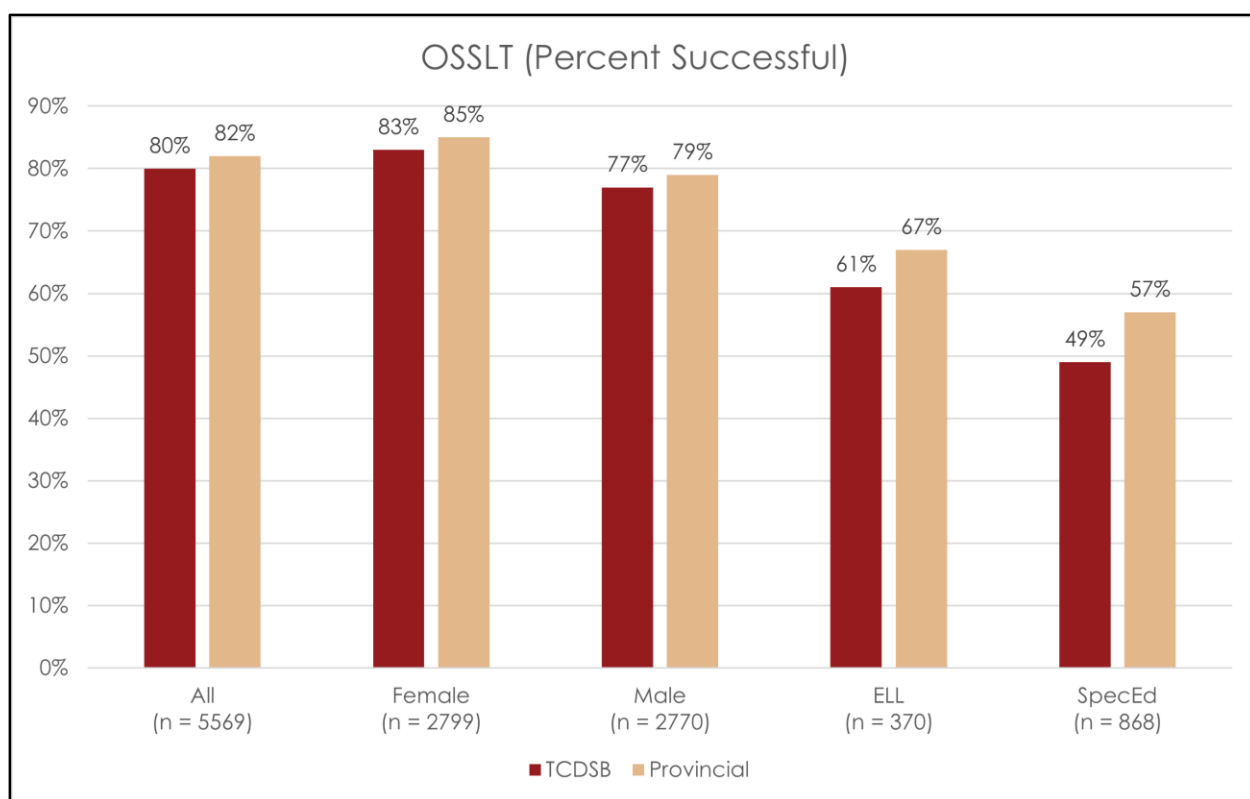
- 49% of Grade 9 TCDSB students performed at or above the provincial standard in math, compared to 52% of students in Ontario.
- Grade 9 female students slightly outperformed male students in math in the board, however male students outperformed female students in the province.
- About an equal percentage (50%) of Grade 9 female students performed at or above the provincial standard in math in the board and province.
- A lower percentage of Grade 9 male students (48%) performed at or above the provincial standard in math in the board compared to the province (54%).

- 30% of Grade 9 students who identified as English-language learners (ELL) performed at or above the provincial standard in math, compared to 42% of those students in the province.
- 21% of Grade 9 students who identified as having special education needs (excluding gifted) performed at or above the provincial standard in math, compared to 26% of those students in the province.

## THE ONTARIO SECONDARY SCHOOL LITERACY TEST RESULTS for TCDSB and ONTARIO

Percentage of First-time Eligible students successful

Total number of First-time eligible TCDSB students writing the test in 2021-2022 = 5,569



As shown in the graph above:

- 80% of first-time eligible students in the board were successful on the OSSLT, compared to 82% of students in the province.
- In both the board and the province, female students outperformed male students on the OSSLT.
- 83% of first-time eligible TCDSB female students were successful on the OSSLT, compared to 85% of students in Ontario.
- 77% of first-time eligible TCDSB male students were successful on the OSSLT, compared to 79% of students in Ontario.

## **Appendix A** -*Educational Research* -November 2022

- 61% of first-time eligible students in the board who identified as English-language learners (ELL) were successful on the test, compared to 67% of ELLs in the province
- 49% of first-time eligible TCDSB students who identified as having special needs (excluding gifted) were successful, compared to 57% of those students in Ontario.

## **Summary**

Overall, literacy results (Primary/Junior reading and writing, OSSLT) in the board are strong with scores at or above 70%.

Primary reading, Primary writing and Junior writing results for the board are above provincial results.

In mathematics, Primary, Junior and Grade 9 results are low in both the board and province.

The EQAO results continue to point to mathematics as an area of focus. Other areas of focus that EQAO results also point to are the results for:

- students who identify as ELL in Primary reading, writing and mathematics; Junior mathematics, Grade 9 mathematics and OSSLT, and
- students who identify as special needs across all assessments.